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ABSTRACT

Papers in this volume are: "National funding for the New Hampshire Limited-English-Proficient (LEP) Student Identification Project. Through this program, states are mandated to collect information on LEP students and report data to the U.S. Secretary of Education. This report is intended to highlight the growth of the project over the past 3 years of federal funding. It presents summary information about the seventh year of operation, data collection, and results of a statewide survey, summarizes findings over the past three years of project operation, and discusses the total effort of the project since its beginning. New Hampshire sought funding to serve the needs of its minorities and new immigrant populations. This report is organized into sections that correspond to the main objectives of the overall grant program. These sections are: Awareness Strategies and Activities, Identifying LEP Student Populations, LEP Record Keeping and Data Analysis, Survey Data, Capacity Building and Project Evaluation Summary. A summary of specific services offered by the New Hampshire Bilingual/English-as-a-Second-Language Resource Center concludes the report. (CK)

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THE NEW HAMPSHIRE LIMITED ENGLISH PROFICIENT STUDENT IDENTIFICATION PROJECT 1991-1992 FINAL REPORT

INTRODUCTION

This report covers the seventh year (1991-1992) of federal funding for the New Hampshire Limited English Proficient Student Identification Project. The project was funded by the United states Department of Education under Title VII, Office of Bilingual Education and Minority Language Affairs through special funds set aside for state agencies. Through this funding program, states are mandated to collect information on Limited English Proficient (LEP) students and report data to the U.S. Secretary of Education. Across the nation there is increasing attention to the increasing numbers of Limited English Proficient students and to the educational problems most typically evidenced by those learners as they attempt to adjust to an educational and cultural environment largely dominated by English language and customs. This report is intended to highlight the growth of the project over the past three years of federal funding.

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The project was originated in the 1985-1986 federal fiscal year through this federal program. This report will present summary information about the seventh year of operation, data collection, and survey results, present summary findings over the past three years of project operation, and will discuss the total effort of the project since its beginning. The project was undertaken in response to the rapidly growing population of Limited English Proficient students in New Hampshire over the past several years.

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BACKGROUND

New Hampshire sought funding through this federal program to serve a number of pressing needs. New Hampshire has changed rapidly in terms of population growth and diversity of national origin and first language over the past few years. The rate of population increase is on the rise, particularly in the southern and eastern sections of the state where high technology manufacturers have established new facilities during the past several years. The state's overall population is beginning to change; and a greater number of minorities are moving to the state in response to labor demands of industry. Still other minorities and new immigrant populations initially settle in metropolitan areas to our immediate south and then migrate to New Hampshire seeking improvement in the quality of living conditions.

The first three years of the project (1985-1988) were developmental in nature. Awareness activities were designed, piloted and refined. Likewise, survey instruments, record keeping procedures, and services to the field were developed, implemented and refined. The past three years of project (1989-1992) services have concentrated on systematic outreach services and training activities designed to assist local school personnel in providing appropriate services to the growing population of LEP students across the state. Survey procedures have been refined to reflect national priorities.

While there is need to revise survey instruments annually, there has been a gradual move towards the standardization of data collection. The project has responded to increased standardization of data collection while reducing the burden of response by local education agencies (LEAs). The increasing availability of more powerful technology tools has allowed the project to become more sophisticated in record keeping and data analysis. Today there is much more awareness among key personnel at both the SEA and LEA levels regarding the LEP student needs, school district responsibilities, and appropriate service strategies.

During the past year project staff continued efforts to track LEP students in the state's schools, increase awareness activities and training events, and design systems to provide direct services to teachers serving LEP populations. The project expanded efforts to promote the resource center for teachers that is housed in an existing teacher training facility in Concord. The N.H. Bilingual/ESL Resource Center was established in August, 1990. Resource Center staff have ordered and acquired additional teacher resource materials to be offered on a loan basis to teachers serving LEP populations. The center also implemented a newsletter, an electronic bulletin board service, and a number of staff development workshops (Appendix A).

The remainder of this report is organized into sections which correspond to the main objectives of the overall grant program. These sections are:

- Awareness Strategies and Activities
- Identifying LEP Student Populations
- LEP Record Keeping and Data Analysis
- Survey Data
- Capacity Building
- Project Evaluation Summary

AWARENESS STRATEGIES AND ACTIVITIES

An important first step in addressing an educational problem with statewide implications is increasing awareness among key groups that are in a position to impact the problem. This is particularly true regarding services to LEP student populations. The lack of information and/or the lack of understanding of the responsibility to serve LEP students has resulted, in the past, in a lack of appropriate services. Below is a list of some of the conditions the project has sought to overcome through awareness activities:

- Lack of shared understanding among SEA staff in various divisions that may serve LEP populations
- Lack of communication with private schools
- Lack of understanding at the local level of the characteristics and definition of an LEP student
- Lack of knowledge of local responsibilities and legal issues in serving LEP students
- Lack of knowledge of LEP identification procedures at the local level
- Lack of knowledge of technical assistance and other services/resources available to local schools to help them design appropriate services
- Lack of local fiscal and community resources to support services
- LEA fear of regulation and tendency to under-report numbers of LEP students
- The misclassification of LEP students as special needs, Chapter I, etc.
- Absence of State legislation and funding for local districts to serve LEP students

Awareness alone is insufficient to overcome many of the conditions listed above. However, without increased awareness it would not be possible to fully address the other objectives of the project. The above conditions inhibit accurate reporting, coordination among technical assistance agencies, and the development and delivery of appropriate services at the local level.

To accomplish the project's awareness goals, several activities were undertaken throughout the project. These included:

- meetings among staff from several divisions/projects of the SEA to plan institutes and workshops for the field
- repeated mailings to all superintendents in the state
- repeated meetings and correspondence with outside technical assistance agencies such as the MRC, EAC, and RMC
- repeated mailings to all school building principals
- circulation of the statewide LEP student identification survey
- briefing high ranking SEA staff and SEA commissioner
- conducting teacher services needs surveys
- conducting teacher resource needs surveys
- preparing and disseminating manuals that assist local administrators in the development of plans for instructional services
- preparing formal written reports for the office of the commissioner regarding the status of the state's LEP student population
- technical assistance to higher education institutions regarding the design and delivery of teacher training
- sponsoring of multi-state symposiums
- sponsoring awareness meetings at the Bilingual/ESL Resource Center
- preparing and distributing bimonthly statewide newsletter to announce services available from the Department of Education and the New Hampshire Bilingual/ESL Resource Center
- developing and disseminating an ESL Teachers' Directory to help facilitate communications among LEP educators in the state

The project has sought to increase awareness of LEP issues within the SEA. The project director has met several times with various division chiefs, the Deputy Commissioner, and the Commissioner to outline the project's goals and to stress the support needed from top SEA management in order to make project activities successful.

Other SEA branches with which the project director meets regularly include :

- National Origin/EEO
- Chapter I
- Special Education
- Instructional Services Division
- Adult Basic Education
- Certification Office
- Records/Data Processing Division

Under the Commissioner's signature, the project has disseminated materials to the field designed to increase awareness of LEA responsibility, state and federal policies, resource materials, and available services to help schools cope with incoming LEP students. The project also produced several other direct mail awareness materials including:

- materials describing project workshops, meetings, and resource materials
- calendars of project activities
- summaries/interpretations of federal regulations and proposed rule making regarding the provision of service to students
- the statewide LEP student identification survey
- suggested strategies and procedures for identifying LEP students at the time of school enrollment.

The project has continued to receive services from several outside technical assistance agencies that are designed to support SEA LEP projects. The project data consultant has also frequently worked with representatives of these helping agencies. Two important such outside agencies were the EVALUATION ASSISTANCE CENTER in Hampton, New Hampshire (part of the Georgetown EAC) and the MRC - Brown University, Providence, R.I.

These two outside technical assistance agencies have helped the project in several ways including: assisting in the design of project awareness materials, identification of resource materials appropriate for dissemination to LEA's, designing awareness conferences and project workshops, institutes on various topics and issues, providing speakers for project events, and critiquing awareness activity evaluation procedures. Staff from these two agencies have attended and presented at every major project event throughout the project history.

The project director has sought the cooperation of school building principals and, therefore, has regularly sent materials to them to keep them up-to-date on project

activities. The project director has sent principals many of the background materials that were mailed to superintendents as described above. Also, principals are sent sample resource materials along with the regular statewide student identification surveys.

The design of the statewide LEP student identification survey instrument was constructed so as to provide awareness to the field. Background information is routinely provided in several of the stems of individual survey items. Several lists are embedded within the body of the survey that are intended to communicate appropriate strategies for dealing with particular LEP service issues (e.g. ways to identify LEP students, types of appropriate services, agencies that can help LEA's design services, resource materials, etc.). Consequently, many of the districts have kept copies of the survey instrument for reference in dealing with issues that arise as new LEP students enter the system. Superintendents have reported that the survey has helped them to more clearly understand their roles and responsibilities in serving LEP children.

The Title VII Office, with the coordination and cooperation of the National Origin Desegregation Office and Notre Dame College, sponsored an institute on teaching mathematics and science to LEP students. Notre Dame College continues to offer a TESL M.A. Program that was originally developed under federal Title VII ESEA support. Both the Title VII ESEA and National Origin Desegregation Directors have been guest lecturers at Notre Dame which has the only ESL teacher training program in the State of New Hampshire. Notre Dame staff assist local districts applying for federal Title VII grants. The Title VII and the National Origin/Desegregation offices also co-sponsored an ESL Trainers' Institute conducted by MRC staff. .

The MRC at Brown University continued to sponsor meetings of SEA Directors of Title VII ESEA and superintendents from each of the New England states to participate in a regional institute in Rhode Island. An Advocacy Council of New England Superintendents for Language Minority Students has grown from these meeting and

New Hampshire superintendents have been very active in its work.

With repeated contacts with other administrators in southern New England, New Hampshire administrators have developed a more positive attitude towards Bilingual Education. The Title VII SEA Director has received many more calls for technical assistance as a direct result of the New England Superintendents' Advocacy Council.

The MRC has instituted a PALS Program (Partnership Approaches to Literacy Success) whereby sites in the six New England states have been chosen for technical assistance in identified areas (e.g. literacy) by a member of its staff. Nashua School District's ESL coordinator is currently working in the PALS project with Teryl Lundquist of the MRC, New England, Brown University.

Awareness conferences were timed so that LEA's had already received the statewide LEP student identification survey instrument and had a month or more to complete and return the survey. This strategy was used in order to attempt to increase attendance. Conferences have been used as a means of distributing additional resource materials to LEA's with specific needs.

IDENTIFYING LEP POPULATIONS

The major vehicle for identifying LEP populations has been the use of an annual statewide survey. The factors most influencing the design of the survey instrument were the following:

- the federal reporting regulations
- the information needs at the state level
- the need for compatibility with other SEA reporting formats
- the need for easy-to-use response formats
- the need for self-validating awareness features

A great deal of feedback about the survey has been collected from LEA staff. Outside agencies such as the EAC provided feedback as well as suggestions for further revision. Project staff and consultants also met with the SEA data collection office to seek information and advice for instrument revision. Over the years, the survey has revised and improved repeatedly. In the past year several questions were either revised substantially, added, or deleted from the survey instrument.

A major change in the survey was that data was formerly requested separately by grade level. LEA's had reported statistics for four clusters of grades (K-3, 4-6, 7-9, 10-12). Now LEAs report data on LEP students for each grade level. Questions were revised in order to collect more specific and accurate information on the roles of Chapter I and Special Education in serving LEP students. Multiple column formatted checklists were used so that data elements could be cross tabulated with one another (e.g., cross tabulation of LEP, special needs, and ESL services by student). Additional response options were added to many of the questions to represent a greater number of alternative approaches and services for LEP students. Material covered in survey items was either eliminated or combined with other items.

RECORDS SYSTEM AND DATA ANALYSIS PROCEDURES

During the past two project years, several changes were made regarding record keeping and data analysis procedures. In fact, the entire previous system was discontinued and a new system was developed to replace it. The previous system was operated on an IBM compatible microcomputer running MS-DOS software. This system was difficult to use and required frequent modification. It was also difficult to use in retrieving information in response to requests from the field. Project staff began using Apple Macintosh computers nearly three years ago and determined the need to convert the record keeping system to operate on a Macintosh computer.

The project research consultant has reviewed several Macintosh-based application programs and developed sample record processing schemes for consideration. It was decided to build a revised record keeping system around a flexible database/spreadsheet program, MicroSoft Excel. This software is also available for MS-DOS personal computers as well as major brands of minicomputers. It is compatible with the systems used by the New Hampshire State Department of Education within their local area networks and wide area networks.

The program can import/export data from/to all popular analysis and database applications. For instance, StatWorks, a popular statistical analysis program can read and manipulate Excel files without any need for reformatting of the data. Excel can be used to exchange data with MS-DOS personal computers and minicomputers.

The Excel database/spreadsheet format for the 1991-1992 statewide survey consists of 128 discrete columns of information which correspond to unique response options on the survey form. Excel features enabled convenient data summaries (sorting responses into public, private and parochial) as well as indexes (sub-totals, totals, averages). The software will support statistical tests and cross tabulating multiple question responses.

COLLECTING AND ANALYZING DATA

The project utilized a direct strategy for collecting data; we sought to collect data directly from each school building. LEA cooperation in the project was judged to be crucial to project success. The original plan of each school making a separate report was predicated on maximizing coverage by avoiding lags in reporting and "bottle-necks" at the top level of district management.

Return rates for the fourth, through seventh years have increased dramatically and they represent a significantly larger proportion of New Hampshire's school-aged population.

The tables that follow summarize data by grade level. The tables display total school enrollments for reporting schools and the number and percent of LEP students reported at each level.

TABLE 1

1991-1992 REPORTED PUBLIC SCHOOL LEP STUDENTS, LEPs IN ESL PROGRAM AND PERCENT BY GRADE LEVEL

GRADE	LEP STUDENTS	LEP STUDENTS in ESL	% OF LEPs in ESL
K	60	29	48
1	120	70	58
2	107	67	63
3	111	65	59
4	93	57	61
5	76	45	59
6	56	33	59
7	41	29	71
8	53	32	60
9	53	41	77
10	55	43	78
11	58	45	77
12	58	35	60
Total	949	591	62%

Table 1 displays the number of reported LEP students and the percent of the reporting population of LEP students enrolled in ESL programs. Reporting districts represent approximately 65% of the true state public school enrollment. This is consistent with the previous year's reporting. The number of LEP students reported in the public schools increased between the third and fourth years of the survey, and the proportion of LEP students increased slightly in the last three years of the project. The total LEP reported population for public schools across all grades this year was 949. This figure is consistent with the past two years of reporting.

TABLE 2

1991-1992 REPORTED PRIVATE SCHOOL LEP STUDENTS, LEP STUDENTS ENROLLED IN ESL PROGRAMS AND PERCENT BY GRADE LEVEL

GRADE	LEP STUDENTS	LEP STUDENTS In ESL	% OF LEP In ESL
K	1	0	0
1	1	0	0
2	1	0	0
3	0	0	0
4	1	0	0
5	0	0	0
6	3	3	100
7	4	4	100
8	3	3	100
9	17	14	82
10	23	18	78
11	26	18	69
12	28	21	75
Total	108	81	75%

Table 2 displays the number of reported LEP students in private schools, the number enrolled in ESL programs and the percent of the total reporting population enrolled in ESL programs. Reporting schools represent about half of the true state private school enrollment. The total LEP reported population for private schools across all grades was only 81. Also, private schools reported no LEP students in grades K-6.

TABLE 3

1991-1992 REPORTED PAROCHIAL SCHOOL LEP STUDENTS, LEP STUDENTS ENROLLED IN ESL PROGRAMS BY GRADE LEVEL

GRADE	LEP STUDENTS	LEP STUDENTS In ESL
K	14	0
1	6	0
2	3	0
3	4	0
4	2	0
5	4	0
6	1	0
7	1	0
8	3	1
9	1	0
10	3	0
11	0	0
12	0	0
Total	42	1

Table 3 displays the number of reported LEP students and the number and percent of the reported population of LEP students enrolled in ESL programs. Reporting schools represent the majority of the true state parochial school enrollment. Over the past three years of data collection the proportion of LEP students reported decreased dramatically at each level.

TABLE 4

1991-1992 NEW HAMPSHIRE LEP STUDENTS, LEP STUDENTS ENROLLED IN ESL PROGRAMS AND PERCENT BY GRADE LEVEL

GRADE	LEP STUDENTS	LEP STUDENTS In ESL	% OF LEPs In ESL
K	75	29	39
1	127	70	55
2	111	67	60
3	115	65	57
4	96	45	47
5	80	36	45
6	60	33	55
7	46	36	78
8	59	55	93
9	71	61	86
10	81	63	78
11	84	56	67
12	86	61	71
TOTAL	1091	677	62 %

Table 4 displays this year's total number of reported LEP students and the number and percent of the total reporting population represented by LEP students for all schools public, private, and parochial. Reporting schools represent approximately 65% of the true statewide school enrollment. The total LEP reported population for all schools in New Hampshire across all grades was 1091. This number is very close to last year's total (1146). The current year's report may be depressed since fewer of the state's schools submitted formal data. However, this year's report represents about a 85%

increase in the number of LEP students reported two years ago. It appears that the project's efforts to promote awareness have increased participation in ESL programs.

N. B. *(Addendum: One district's late report indicated a count of 44 LEP students. This brings the1991-92 total LEP identification to1135.)

Table 5 compares the survey results for the first seven years of the project. There are several differences between the data reported across the seven years.

TABLE 5

COMPARISON OF FIRST THROUGH SEVENTH YEAR RESULTS OF THE STATEWIDE LEP STUDENT IDENTIFICATION SURVEY

YEAR	LEP ENROLLMENT
1985-86	342
1986-87	707
1987-88	406
1988-89	740
1989-90	664
1990-91	1146
1991-92	1135*

The data in Table 5 indicate that the project efforts to promote awareness and sensitivity to LEP student needs began to work in the second year of the project. Project personnel are encouraged by the increase in return rate for the sixth and seventh project years. However, this rate of return still represents only approximately 65% of the total state school-aged population. Project personnel are convinced that the great majority of LEP students are not identified by their districts or reported. There is further discussion of apparent underreporting later in this document.

New questions were added to the survey for 1992 regarding the progress and

performance of LEP students. The number of LEP students retained one or more grade levels was 58 or approximately 5% of the total reported population. The second performance question dealt with LEP dropouts. The 323 reporting schools identified some 15 LEP students that had dropped out of school during the current school year. This number represents approximately 1.5% of the total number of reported LEP students.

The tables which follow are actually segments of the survey sent out to the field. The numbers listed beside each item option represent the sum across all reporting districts during the seventh year of the project. A discussion follows each distinct segment of the survey instrument. The tables below refer to school districts' efforts to voluntarily comply with New Hampshire Department of Education policies concerning the services offered to LEP students.

TABLE 6

Does your school comply with the State Memorandum of Agreement* approved by the Office of Civil Rights by having a written plan indicating how services will be provided to students who are identified as Limited English Proficient ?

Yes-228(70%) No-96 (30%)

Does your school comply with the State Memorandum of Agreement approved by the Office of Civil Rights through the use of the Home Language Survey* to assess the language background of all students when they register?

Yes- 214 (66%) No-110 (34%)

Does your school comply with the State Memorandum of Agreement approved by the Office of Civil Rights by having a written plan for assessing the English and other language skills of students identified as Limited English Proficient?

Yes-223 (69%) No-101(31%)

Does your school comply with the State Memorandum of Agreement approved by the Office of Civil Rights by having a written plan to assess the adequacy of services provided to all students identified as Limited English Proficient?

Yes-215 (66%) No-109 (34%)

The data in Table 6 have improved considerably over the past two years. For instance, more schools have a written plan for services to LEP students, more schools are using the Home Language Survey to assess language skills, more schools have a written plan for assessing the English and other language skills of students identified as LEP, and more schools have a written plan for assessing services provided to LEP students. The Commissioner of Education has the responsibility to monitor school districts and report findings to the Regional Office of Civil Rights (OCR) according to a statewide compliance agreement with OCR.

These may be considered to be dramatic increases over the course of a few years. We are particularly encouraged with the increased use of the Home Language Survey in New Hampshire schools. It appears that the majority of reporting schools are now in compliance with Office of Civil Rights guidelines for preparations in readiness for serving LEP students. It is also assumed that the majority of non-reporting schools (serving 35% of the state's school-aged population) are not prepared to serve these students.

The table below displays information about the methods used by LEAs to identify LEP students.

TABLE 7

Please indicate by check marks the methods used by the school to identify the Limited English Proficient children and circle the letter of the method most often employed. (Attach statement if more space is needed)

87	**A) By testing both in English and the child's first language to determine comparative level of proficiency**
174	**B) Documented referral from another school or other educational agency**
95	**C) Identification by immigrant/refugee designation**
190	**D) Parental declaration**
186	**E) Teacher assessment or referral**
98	**F) As an outcome of screening for special education services**
156	**G) Use of the Home Language Survey during school registration**

As can be readily seen, the questions listed in Table 7 ask the methods used by the LEA in determining LEP status. These responses indicate some lack of understanding and/or capacity in diagnosing a Limited English Proficiency status. Those methods most frequently cited (e.g. parental declaration, teacher assessment or referral) are those that represent the least sophisticated effort to locate and serve these students. Conversely, more sophisticated methods such as testing are not cited as frequently by New Hampshire school districts.

After seven years of offering LEA's free copies of the home language survey instrument in any of twenty-two different languages, there is an apparant increase in the use of the home language survey. In the above question, 156 schools reported using the home language survey method of identifying LEP students. However, in question #5 on the survey, 214 respondants indicated use of the home language survey as a method of voluntary compliance with state policy. We are unable to explain this apparently conflicting data.

Table 8 displays the survey results regarding what types of programs LEA's are currently using to serve LEP populations.

TABLE 8

Please indicate with check marks the types of instructional programs used to serve LEP children in the school/ district.

11	**A) Transitional bilingual**
9	**B) Developmental bilingual**
10	**C) Academic excellence**
9	**D) Family English literacy**
26	**E) Special education**
123	**F) ESL pullout**
99	**G) Tutorial in basic skills**
48	**H) Special alternative instructional programs**
14	**I) Sheltered classrooms**
39	**J) Cooperative Education**
49	**K) Short-term training for educators serving LEP students**

This question dealt with the types of instructional programs used to service identified LEP students. As can be seen in Table 8, those approaches most frequently used are customized pull-out programs which are typical of districts with either low LEP enrollments or districts where few of the LEP students have been accurately identified (tutorial in basic skills, ESL pull-out, special alternative programs, short-term training programs). High frequency categories are the same as in the previous year, but there is a continued trend away from the first four item options: Transitional Bilingual, Developmental Bilingual, Academic Excellence, and Family English Literacy.

For the first year in 1992 the statewide survey requested information about the native language of the identified LEP students. Twelve native laguages believed to be those

of many New Hampshire LEP students were listed and additional spaces were provided to indicate "other" native languages. The results are displayed in the following table.

TABLE 9
THE NATIVE LANGUAGES OF LEP STUDENTS REPORTED IN 1991-1992

Language	Number of Students	Percent of Total
French	31	4
Spanish	237	30
Portuguese	39	5
Khmer	29	4
Chinese	73	9
Japanese	14	2
Vietnamese	86	11
Greek	22	3
Haitian	10	1
Hmong	8	1
Korean	31	4
Russian	19	2
Other	185	24
Total	784	

The greatest number of reported LEP students have Spanish as their native language. These data confirm the trend that has been observed over the past few years. Particularly in the south-central part of New Hampshire, there is a rapidly increasing Hispanic population. Also in the past few years, there has been a significant increase in immigrants from Southeast Asia. The majority of the "other" category was identified

as Laotian. Data from responses to this question will be used to determine which native languages will be listed on the survey conducted in 1992-1993.

Another survey question requested information about children who were classified as LEP and received services from Special Education (P.L. 94-142) and Chapter 1 programs. Respondents indicated that a total of 118 students who were LEP received services from Chapter 1 and 65 received services from Special Education. Some 80 children received services from either program. Based on discussions with personnel in the field, we believe that these numbers also represent underreporting. A special education assignment can do serious damage to a student who has normal or better intelligence, yet cannot progress in the regular classroom solely on the basis of language proficiency. The following table shows this years' responses regarding special services to LEP students.

TABLE 10

LEP STUDENTS RECEIVING SERVICES FROM CHAPTER 1 AND SPECIAL EDUCATION AND ENROLLED IN ESL PROGRAMS

GRADE	LEP & CHAPTER 1	LEP & SPED	# In CHAP 1 or SPED and ESL
K	3	0	2
1	27	8	8
2	24	8	13
3	22	21	11
4	15	15	7
5	3	3	7
6	0	6	3
7	8	2	12
8	2	1	1
9	11	0	13
10	1	0	1
11	2	0	1
12	0	1	1
TOTAL	118	65	80

Table 11 shows the program goals of those programs currently being offered to LEP student in the state's schools.

TABLE 11

Please indicate the specific educational goals of programs the school would propose to develop to improve education for LEP children. Check all that apply.

153	To bring the English proficiency of LEP students to the level necessary to function effectively in an all English classroom.
128	To familiarize LEP students with American society and culture.
74	To provide LEP students subject matter content (math, social studies, etc.) in their home languages so they do not fall behind English proficient students in those subjects.
123	To familiarize LEP students with their own culture, the arts, and literature to improve their self concept.
147	To provide the skills necessary to function effectively in the United States public schools (writing and communication skills in English, expected classroom behaviors, etc.)
137	To provide a mainstreaming program for LEP students which involves in-service training for content area teachers.

Table 11 summarizes reported data concerning survey question #12, the goals of programs designed to serve identified LEP students. While there appears to be a good spread of program goals which are commonly held as generally appropriate, it is difficult to tell from these data whether or not there is an appropriate match between students' actual needs and the program goals. Further it is difficult to determine if all of the goals cited in this data are being adequately addressed in actual program delivery. However, the relative proportions remained approximately constant across items that were repeated in the sixth year survey instrument.

Table 12 summarizes a survey item that asked schools to estimate the relative academic performance of LEP students in relation to the overall school population.

TABLE 12

Please use district and classroom records to categorize the academic performance of LEP students according to the three categories below and enter the number of students at each level.

Number above local norms	**91**	**(15%)**
Number at local norms	**241**	**(41%)**
Number below local norms	**257**	**(44%)**
Total LEP enrollment	**576**	

Table 12 reveals that LEA assessments place more LEP students below local norms than above. It is hard to judge the accuracy of such assessments without follow up data that looks at individual student placements. This year's results show relatively more LEP students at the local norm level than in past years. However, only about half of reporting schools completed this item on the survey during the seventh year.

INTERPRETING SURVEY RESULTS

Over one-third of the population of New Hampshire is of French origin and yet, respondents only identified some 31 students with the native language of French. In the past, this group maintained French linguistic and cultural characteristics through the parochial school system. A large proportion of students attending New Hampshire parochial schools today are still of French origins. Reporting Parochial schools identified only one LEP student, and that student did not have French as a native language. The public sector has never analyzed the impact of the linguistic and cultural maintenance efforts on this or other smaller ethnic minorities in the state, even after most of these schools closed their doors, or French/English bilingual programs ceased operation in the 1950's and 1960's.

According to the 1980 Census, 12% of the French population still speaks French in the home. The 1990 census data reports 11,333 residents of Hispanic origin and 9,343 of Asian or Pacific origin and 2134 native Americans. The survey data identified only 237 students with a native language of Spanish and approximately 200 with a Southeast Asian native language. No native American languages were indicated at all in the survey data. Field data indicate that there is a relatively rapid influx of Hispanic and Portuguese populations in the state, especially within the southern "Golden Triangle" area where half the state's population lives. National studies indicate that most first generation Hispanics and Portuguese in the United States speak ancestral languages at home. Other smaller ethnic groups continue to speak ancestral languages at home. Some offer ethnic language training in church supported programs or private school programming.

The above conditions fly in the face of the data reported over the past five years of the statewide LEP student identification survey. We can only assume that the number of LEP students admitted to by both the public, private, and parochial schools is greatly underreported in New Hampshire.

There are many possible reasons for the systematic under reporting of LEP students in the state including:

- Lack of attention to LEP students
- Lack of knowledge in identification procedures at the local level
- LEP students served by other federally funded educational programs such as Migrant Education, Special Education, Chapter I, ESEA, Chapter II, and other programs
- Lack of trained personnel
- LEP students are often mainstreamed because of small numbers present at individual schools or because of lack of courses at local levels and absence of state resources. Expediency takes priority over good educational practices and principles
- The sink or swim/submersion approach is one employed by many educators who failed to recognize new methods to assist ethnic minority students
- Many school boards lack the social conscience to provide resources to assist in transitional programming for minority students
- Educators often do not distinguish between minority student abilities to converse in English and the need for high linguistic ability needed to achieve in academic settings

It is very likely that because of the above reasons and the fact that approximately one third of the total school aged population of the state is not accounted for in survey returns, the total number of LEP students in New Hampshire is underreported in the current survey. It is hoped that current heightened awareness of the need to serve LEP students will facilitate a more accurate account of these students in the coming year. When there exists a more accurate account of LEP students, it is likely that efforts can bring about more appropriate educational services for these New Hampshire students. Through contacts with certified Bilingual/ESL teachers it has been learned that school districts often hire less expensive tutors instead of qualified, professionally trained teachers. The cost factor and lack of resources at the district level accounts for this fact.

CAPACITY BUILDING

Since the inception of the project much capacity has been built to deal with LEP issues. In the first few years of the project most of the capacity building has concentrated on strengthening the SEA to help the field cope with LEP problems. More recently there have been additional efforts to upgrade the capacity of administrators in the field. At the SEA level the project has collaborated with several other bureaus including national origin, sex desegregation, and race desegregation in building an SEA capacity. The commissioner's office has been very supportive to several joint activities within the SEA and also has helped to support our outreach efforts to LEA's. The Title VII Office has sponsored several workshops and training events within the SEA to assist personnel in responding to LEP issues in the field and with the accepted referral processes regarding LEP issues. With the Commissioner's help these events and activities have helped to raise the awareness of SEA staff to LEP issues.

The project has worked with the Commissioner's office to inform administrators in the field regarding compliance with federal regulations concerning LEP students. The Commissioner has repeatedly put the Title VII director on the agenda of important statewide meetings of superintendents and other school administrators. Together with the national origin office, the project has sponsored a series of workshops designed to help local schools develop formal plans for identifying and serving LEP populations.

Commitment has been made by the office of data collection of the SEA to formally continue collection of data concerning LEP students. Each LEA must develop a formal plan for assessing incoming students so that English proficiency is appropriately addressed and assessed through a valid and reliable method. Local plans must also specify the district's strategies for assuring appropriate instructional services for LEP students. As a service to the LEA's, the Office of the Commissioner has provided a series of workshops to assist them in developing local plans. Print resource materials

were distributed to LEA's to help in designing specific instructional services.

LEA's are required to complete and return the Title VII statewide LEP student identification survey instrument. Compliance is monitored by tying the filing of local plans and Title VII survey to the State's formal School Approval process. Schools without a formal local plan and/or have not completed and returned the Title VII survey will not be eligible to receive formal School Approval.

These expanded policies and procedures at the SEA level demonstrate aggressive leadership and will do much for increasing the State's capacity in serving LEP students. They support the goals of the Title VII office, particularly by adding "teeth" to the project's "requests" for responses to the statewide survey.

Since the inception of the project and the initial statewide survey of Limited English Proficient students, our data gathering activities have changed somewhat each year. For the past two years, several additional questions were added about specific methods used to identify LEP students, the native languages spoken by LEP students, and whether or not LEA's were in full compliance with federal regulations concerning services to LEP students.

Another project influence on LEA operations has been the role of ongoing technical assistance offered to the field. The project director has responded to numerous requests for assistance from LEA's. He has offered advice about dealing with particular problems and has mailed out a considerable volume of materials in response to requests made within the statewide survey form. The project director has also made on-site visits to LEA's to provide technical assistance.

During the past project year the director has increased efforts to work with other bureaus within the SEA in an effort to improve the delivery of services to the field. In the coming year we will continue to increase this type of collaboration whenever possible. In particular we plan to work closely with the following SEA offices:

- Commissioner's office
- Office of School Approval
- National Origin project
- Sex Desegregation project
- Race Desegregation project

This office will include the review of formal LEA plans for identifying and serving LEP students as part of its regular school assessment procedures. Our project will continue to supply the Office of School Approval with all relevant data files resulting from the annual statewide survey. We will also continue to supply a list of non-reporting schools to both the Commissioner and the Office of School Approval.

The Bilingual/ESL Resource Center is an important vehicle to increase services to LEA's. The resource center staff increases the project's manpower. The variety of outreach services offered through the center is well received by local school staff. Materials are distributed through the resource center and it acts as a lending library for print and media materials. Other strategies for improving services to LEA's include an expanded program of training events and additional statewide mailings. A newsletter published six times annually is sent to ESL professionals and to administrators. The newsletter content is geared to raising awareness of LEP issues and methodology for developing networking strategies among educators serving client populations.

Below is a summary of specific services offered by the New Hampshire Bilingual/ ESL Resource Center.

•The NH Bilingual/ESL Resource Center has a catalogued resource collection of 404 titles appropriate for use in K-12 ESL or Bilingual programs.

•The Center continues to add current and appropriate resources to this collection and maintains an extensive file of publishers' catalogs which are available for the use of LEA's seeking to purchase appropriate materials for LEP programs.

•The Center has to date a file of 70 Authorized Borrowers, ie., educators around the state who have filed a Borrower's Authorization signed by an administrator which allows them to borrow Center materials (print, audio and video) in person or by mail. The number of borrower requests during the past two years is 133.

•The Center has duplicated and distributed (with regard to copyrights) articles and handouts from its files on a wide range of topics concerning ESL and Bilingual Education. In 1991-92 the Center began keeping records of requests from the field and there were 130 requests filled. The center has also provided duplicates of materials as part of its continuing program of teacher/tutor in-service training.

•The Center coordinator uses the computer, printer and modem to access the *National Clearinghouse on Bilingual Education.* Center holdings include the most current *Program Information Guides* and *Occasional Papers in Bilingual Education* which are prepared and distributed by the *NCBE.*

•The Center has publicized resources and their availability via the bi-monthly newsletter, flyers and presentations at various conferences and meetings. Over 200 catalogs of center holdings have been distributed to educators upon request. The number of newsletters distributed by mail by the center during the past two years is 20,758.

•The Center mailing list consists of 557; and the list includes ESL Coordinators and teachers, tutors, mainstream teachers, counselors, principals, NHDOE personnel, adult basic education instructors, vocational-technical directors and instructors, and ESL teachers at state IHE's. In addition, newsletters are distributed to all public and private schools in the state of New Hampshire via mailings to principals, superintendents, assistant superintendents, reading specialists, Chapter 1 personnel, and guidance counselors.

•The Center houses equipment for use in training and outreach activities which includes a 25" color TV monitor, VCR, camcorder, A-V cart, video lights, video-cassette editing board with editing VCR's, a portable TV/VCR unit, a computer projection panel, video cassette storage racks, a MacIntosh IICX computer, Laserwriter printer, and a Modem.

•The Center has assisted the Director of the Office of Bilingual Education in raising the awareness of school superintendents of Title 7 ESEA programs by publicizing reports of meetings of the New England Superintendents' Leadership

Council - *A Consortium for Educating Language Minority Students*; distributing flyers and newsletters, and addressing requests for technical assistance regarding issues of legality, and the use of the BESL Center and the Title 7 ESEA office.

•The Center has helped design, publicize and coordinate teacher in-service staff development workshops on the subject of educational programming for language minority students. This has frequently been done in collaboration with the Title 7, ESEA and the Title 4 Equal Educational Opportunity/National Origin Offices of the New Hampshire Department of Education. These workshops have made use of the services of the New England Multifunctional Resource Center (MRC), the Evaluation Assistance Center (EAC East), the New England Center for Equity Assistance (NECEA), state institutions of higher education (IHE's) and the National Diffusion Network (NDN). This has been done to maximize resources and avoid duplication of efforts.

•The Center has sponsored and supported the monthly meetings of the New Hampshire ESL Teacher's Network, a Special Interest Section of Northern New England TESOL. The Center resource coordinator has attended all meetings (many of which have been held at the Center) and reported on them in the Newsletter in order to facilitate communications among the members. The Center coordinator has also compiled and distributed an *ESL Teachers' Network Directory* of members to further facilitate contact among New Hampshire educators of LEP students.

•The B/ESL Resource Center has been employed frequently for in-service training of ESL and mainstream teachers, and tutors of language minority students. The materials and equipment in the Center have been utilized by both trainers from the MRC, the SEA, and the Center coordinator, as well as LEA participants in the *NH ESL Trainers Institute* which was conducted at the Center in 1991. These participants have subsequently conducted training for their LEA colleagues, records of which were submitted to the Center.

•The Center has assisted the Title 7 Director in disseminating information and assistance regarding LEP populations to the Bureau of Vocational Education and to school districts developing programs under the Carl D. Perkins Vocational and Applied Technology Act of 1990.

•The Center coordinator has collected samples of curriculum guides and materials and has contacted ESL teachers currently working on curriculum materials about reproducing and disseminating them to appropriate sites throughout the state. The Center has distributed more than 75 copies of the teacher- developed *New Hampshire History for Intermediate ESL Students.*

The New Hampshire Bilingual/ESL Resource Center has played an important part in encouraging LEAs to develop the necessary capacity to provide appropriate services to LEP students across the state. Appendix A provides a summary of the in-service training events sponsored by the BESL center

PROJECT EVALUATION

Since the beginning of the project we have used evaluation procedures as a method of strengthening the overall management of our various activities aimed at serving LEP populations. The majority of the overall evaluation effort has focussed on formative or process evaluation. Formative evaluation activities have been ongoing throughout the year and pervasive across the various project activities. The formative evaluation system we have developed is designed to provide frequent feedback about each project activity so that this information can be used to adjust activities as needed and improve the overall functioning of the project.

Evaluation techniques gather direct feedback from participants regarding training activities to determine the usefulness and impact of these events. Paper and pencil forms are also used to gather information about priority needs of LEA and SEA staff as well as suggestions for future events and activities. Project logs, correspondence, and other project records are reviewed periodically to help the project director measure progress and performance against project plans. This information is used to determine if timelines are being met and if there should be modifications in managing the work flow. Some of the formative evaluation data comes directly from other SEA staff in face-to-face meetings that review project plans and efforts to work with other bureaus in the department.

The project is planning to offer additional workshops for both SEA and LEA staff. There will be increased activity in cooperation and collaboration with other bureaus, especially with the Office of School Approval. A regular agenda of activities and training events will be offered through the resource center. Corresponding to this activity level and workscope of the project, there will also be an increase in the formative evaluation data gathering in an effort to support the management of these new activities.

Below is a list of the recommendations of the project evaluator regarding the future efforts to identify and serve LEP populations in New Hampshire schools.

RECOMMENDATIONS OF PROJECT EVALUATOR

1. Provide additional awareness and special topical workshops through the Resource Center that support expanded SEA policies and procedures.

2. Continue to acquire, develop, and disseminate additional resource materials to the field.

3. Continue linkages with the NO/EEO office and the Office of the Commissioner to assist in the coordination of technical assistance efforts for the field.

4. Continue to provide advice and technical assistance to the field based on the responses of individual LEA's to the statewide LEP student identification survey.

5. Continue and expand efforts to coordinate survey follow-up efforts with the N.H. School Approval Office and the NO/EEO office to assure a higher survey return rate.

6. Provide data reporting updates for the N.H. School Approval Office and the Office of the Commissioner regarding LEA status of compliance with expanded SEA reporting requirements.

7. Develop a database of school demographic data for use in retrieval of reporting status and merge this database with existing LEP data files.

8. Continue to disseminate survey results of both aggregated findings and individual districts to the Office of the Commissioner and the field.

Evaluation Criteria

As in the past, the project will employ several different evaluation criteria to determine the impact of the project. There are three main categories of evaluation criteria that are applied to the project. These are the level of activity, the level of participation, and the quality and effectiveness of the various project activities. The project has done well during the1991-1992 school year in all these areas. There is clearly more project activity both within the SEA and outreach to the field. More persons from LEA's have participated in project activities in most all areas.

Feedback from the field indicates that project activities are well received and in demand. The Title VII Office and the BESL Resource Center have taken a proactive stance in advising LEA personnel on appropriate methods of serving LEP populations. The Title VII Director and his staff at the resource center have been very active in the field and have had a major impact on the development of programs to serve LEP populations. This is particularly true in the south-central part of New Hampshire where the majority of reported LEP students are enrolled.

Below are the evaluation criteria we intend to apply to the continuing efforts of the project.

Level of activity. We anticipate an increased level of activity in the coming year due to the increased funding support and increasing concern on the part of the Commissioner. The specific criteria in this category include:

- the number of training events sponsored by the project
- the number of awareness conferences and other workshops sponsored by the project
- the number of mailings to the field
- the number of presentations made at statewide meetings
- the number of project events carried out through the new resource center

Level of participation. We also anticipate an increased level of participation in project activities due to the heightened awareness of federal regulations pertaining to LEP students. These criteria include:

- the number of schools that complete and return the annual LEP survey
- the number of persons attending training events and the number of LEA's represented in participation
- the number of persons attending conferences and other sponsored events
- the number of requests for information and assistance
- the number of requests for site visits
- the number of persons who visit the project resource center
- the number of persons who borrow materials from the resource center

Quality and Effectiveness. We will continue to assess the quality and effectiveness of project activities and materials. This will be done through both paper and pencil forms and direct questioning of participants. We will seek participant feedback about the following:

- statewide annual LEP survey
- statewide mailings
- activities of the resource center
- technical assistance activities
- training events and workshops
- materials distribution

Appendix A

NEW HAMPSHIRE BESL IN-SERVICE TRAINING 1990-1992

1990

June18-23: ESL Summer Institute: Introduction to Principles and Methods of Teaching English as a Second Language (MRC)

June 25-29: ESL Assessment Institute: Assessment Procedures for Limited English Proficient Students (EAC East)

November 28: Successful Learning in a Culturally Diverse Classroom (NECEA)

1991

January 16: Successful Learning in a Culturally Diverse Classroom: A Follow-Up Workshop (NECEA)

March 14: Increasing the Success of Your ESL Students Through Cooperative Learning and Sheltered English (Berty Segal)

March 27: Cooperative Learning: Two Models TAI Math and CIRC Reading-Awareness Sessions (NDN)

May 23: Writing Process for Language Minority Students (University of New Hampshire, Donald Graves and Dan-Ling Fu)

June 24-28: ESL Summer Institute: Teaching Math and Science to Limited English Proficient Students (Funded by an Eisenhower Grant from the NHDOE and conducted by Notre Dame College and the MRC)

February 5 &6, April 16 &17, May 15, and August 7: New Hampshire ESL Trainers' Institute (MRC)

September 27: STL: Student Team Learning, Cooperative Learning for Grades 3-12. (NDN)

1992

May 5: T.A.L.K. Teaching Activities for Language Knowledge (NDN)

May 14: ESL Trainers' Institute Follow-Up (MRC)

May 16: Integrating the Curriculum Through Whole Language, K-3 (Eni Patella, Bilingual/ESL Teacher)

May 21: Cooperative Learning for Language Teachers (Jim Howden, McGill University)

May 19: Basic Training For Language Teachers in Using Computers (SEA Consultant, Larry Vaughan)

May 28: LEP Special Education Pre-Referral/Referral Awareness Session for Special Education Directors (MRC)

May 29: Strategies for Improving Math and Science Achievement Among Culturally Diverse Students (Heather Duncan, Trainer in EQUALS and Family Math)

May 29: Understanding Ourselves and Others: An Introduction to Learning Styles (Fritz Bell, Creative Classrooms)